**DASSC Writing Inquiry**

**Feb. 28, 2011**

8:00 – 10:00 Welcome and over view of the day (10 min)

8:10 – 8:40

For the whole group: Update about student work: do we have electronic versions of the work? Do we have the following to look at?

* Possible “synthesis question” from AP lang exam
* Possible short research paper
* Some kind of non-fiction (expository, argument)
* Perhaps a well-developed memoir that is strong on reflection
* Number of exemplars: 4 or 5
  + Charge for the subcommittee: select the exemplars and begin the annotation process.

8:40 – 9:40

* + View & discuss video by Daniel Nanio, Pickens Technical College (60 minutes)
* Employers’ expectations: Writing in the workplace
* CTE Certifications & related writing demands
* Writing instruction to support workplace writing demands – beyond writing to learn

9:40 – 10:00

Discussion of the NCTE/NWP/??? article: how does this answer our project’s questions?

* What do high school writing teachers and college professors who teach writing need to know about each other’s expectations, curriculum, and instruction?
* What writing dispositions, skills, and knowledge are needed for incoming college freshmen to be successful?
* What does it mean to prepare students as writers for college?
* What does it mean to prepare students as writers for postsecondary workforce writing demands?

10:00 – 10:20

Revisit article by Joanne Addison – “Writing in High School/Writing in College”

10:20 – 10:30 Break

10:30 – 1:00~ Joanne Addison

* Workplace literacy capabilities / professional writing / workforce readiness
* Trajectory / continuum of writing “products” / writing across the contents
* Vertical curriculum / Sample units from districts
  + Generate ideas for own classrooms/districts
  + Share APS units

1:00 – 2:00 Pulling it all together

* Consolidate ideas from the day
* Discuss plan for writing
  + A section on “Lessons Learned”
  + Each of the myth busters/lessons learned includes the following:
    - What does this myth/lesson mean? (An exposition of about ½ page)
    - A bulleted list of what works/what doesn’t work
    - A paragraph of what this looks like in the classroom

~ Includes a working lunch